



Williams, J., Cake, M., Borwick, C., Dymock, D., Fowler, E., Ireland, A., ... Baillie, S. (2016). First experiences as a Best Evidence Medical Education reviewer- what's it really like?. Poster session presented at Association for Dental Education in Europe Conference, Barcelona, Spain.

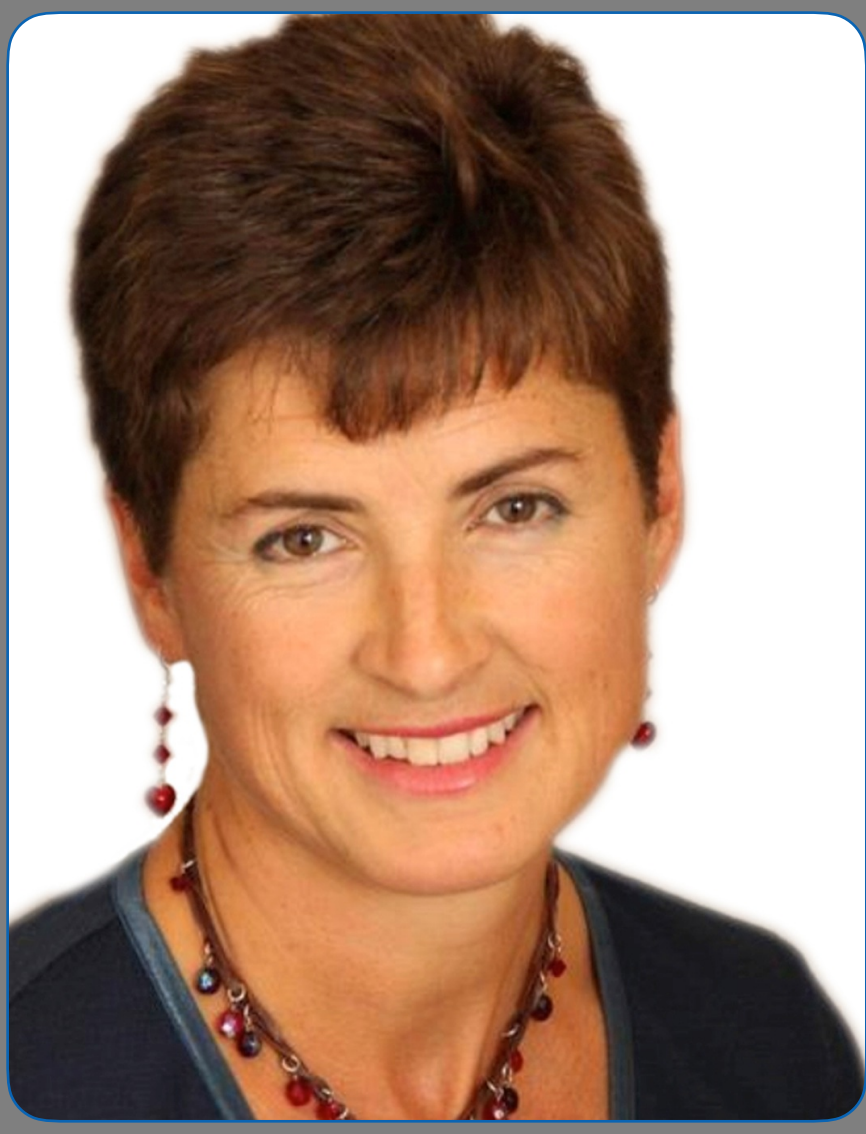
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Meeting 2 Questions

1. What modifications need to be made to the coding sheet?
2. How are you going to share the papers and coding results?
3. How are you going to grade the evidence?

Meeting 3 Questions

1. How are you going to accommodate different views on coding the evidence?
2. How are you planning to synthesise the evidence?
3. What are your team's recommendations from the review?

Meeting 1 Questions

1. What are the strengths of each member of the team? Decide on roles.
2. Refine research question following scoping search- what are the inclusion and exclusion criteria? Decide on sources to search and draft coding sheet
3. What is the timetable for the review?

Review team

Ideally join a BEME team as a reviewer to learn the process. As you discuss your planned research question, develop your own review group - you need a friendly librarian with systematic review experience and 4 or 5 team players who are experienced in the topic and will be able to attend 3-4 meetings. Reviewers need to commit several hours to reading and coding each batch of papers to meet deadlines

References

1. The BEME Collaboration 2016. Available online at <http://bemecollaboration.org>. Accessed on [27 March 2016].
2. Cake M, Bell M, Williams J.C., Brown F, Dozier M, Rhind S, Baillie S. 2016. Which professional (non-technical) competencies are most important to the success of graduate veterinarians? A Best Evidence Medical Education (BEME) systematic review: BEME Guide No. 38. *Med Teach* 1.DOI: 10.3109/0142159X.2016.1173662
3. Williams, J.C., Borwick, C., Cake, M., Dymock, D., Fowler, E., Ireland, A.J., Warman, S., Baillie, S. (2016) Protocol submitted Which is the most effective assessment tool to measure the ability to self-reflect and respond with insight? A Best Evidence in Medical Education (BEME) Systematic Review.

Aim

BEME-The highest-standard, peer-reviewed reports of evidence available relating to medical and health professions education¹ Undertaking a BEME review is academically stimulating and interesting but also highly challenging, even with the support of an experienced inter-professional team



Experience

Recent experiences as a reviewer² and as a group leader³ have informed this presentation

Topic

Leading a review is going to occupy 8-10 hours per week for at least 18 months-so make sure you are interested in the results! If it is the process you are keen to try there are some suggested topics on the BEME web page but we would recommend developing a research question from your own educational experiences



Literature review

Spend time developing the research question with **anyone** who will discuss it with you- students, teachers, clinicians, healthcare professionals- if your review answers your research question- so what? What will change?

Scoping search with librarian support

